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ABSTRACT

Attitudes of the faculty/staff and students toward the Educational Media Center and its personnel at the College of Education at Mississippi State University were investigated in 1985. Faculty and student attitudes were compared, along with the attitudes of frequent and less frequent users. A total of 162 responses to the Educational Media Center Questionnaire were completed. Respondents indicated their views about the eight purposes of the center, the extent of availability of services, and the condition/quality of the services. Positive attitudes were exhibited toward all the services and personnel of the Educational Media Center. The faculty/staff exhibited significantly more positive attitudes than the students on three of the four attitudinal measures. The more frequent users exhibited significantly more positive attitudes than did the less frequent users toward the services. Lack of equipment, material, and personnel were of some concern, but more frequent users of the center seemed aware of these problems and felt that as much as possible was being done in an effective manner. The purpose of the center that was most highly approved by respondents was that of providing opportunities to check out audiovisual equipment for use in the classroom. The questionnaire is appended. (SW)

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ATTITUDES OF THE FACULTY/STAFF AND STUDENTS TOWARD THE EDUCATIONAL MEDIA CENTER

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1985

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ABSTRACT

The purposes of this study were to determine the attitudes of the faculty/staff and students toward the Educational Media Center. The four specific objectives were as follows: (1) to determine the attitudes toward the services of the Educational Media Center, (2) to determine the attitudes toward the personnel of the Educational Media Center, (3) to compare the attitudes of the faculty/staff with the students toward the Educational Media Center, and (4) to compare the attitudes of the most frequent users with the less frequent users toward the Educational Media Center.

The subjects were faculty/staff and students who were primarily in the College of Education at Mississippi State University. The data were collected during March, 1985 through the use of the Educational Media Center Questionnaire. A total 162 (80.2%) of the questionnaires were returned in usable condition.

Positive attitudes were exhibited toward all the services and all the personnel of the Educational Media Center. The faculty/staff exhibited significantly more positive attitudes than the students on three of the four attitudinal measures. The more frequent users exhibited significantly more positive attitudes than did the less frequent users toward the services of the Educational Media Center.

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NATURE AND SCOPE OF THE STUDY

Introduction

The Audio-Visual Center and Educational Materials Center were combined on July 1, 1983, to form the Educational Media Center(EMC). The materials center was moved to the second floor of Allen Hall adjacent to the Audio-Visual Center and the units began operation in January, 1984.

The number of faculty/staff, and students using the center both in the College of Education and in other colleges across the university campus, showed a steady growth rate. The center maintained a 50 hour schedule each week.

As efforts were made to further refine the future directions of the Educational Media Center, it was deemed important to directly involve the faculty, staff, and students in this process. To what extent are the purposes of the center accepted by those who use it? Are the services of the Educational Media Center available to the customers of the Educational Media Center? Are the services in acceptable condition and of adequate quality? What are the attitudes of the faculty, staff, and students toward the personnel of the Educational Media Center? Do certain groups feel more positively toward the services of the Educational Media Center than others?

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Statement of the Problem

This study was designed to determine the attitudes of the faculty, staff, and students toward the Educational Media Center.

Specifically, the four objectives of this study were as follows:

(1) To determine the attitudes of the faculty/staff and students toward the services of the Educational Media Center

(2) To determine the attitudes of the faculty/staff and students toward the personnel of the Educational Media Center

(3) To compare the attitudes of the faculty/staff and students toward the services of the Educational Media Center

(4) To compare the attitudes of the most frequent users with those of the less frequent users toward the services of the Educational Media Center.

Hypothesis

The following research questions were the primary focus of this study.

(1) What are the attitudes of the faculty/staff and students toward the services provided by the Educational Media Center?

(2) What are the attitudes of the faculty/staff and students toward the personnel of the Educational Media Center?

(3) How do the attitudes of the faculty/staff compare with those held by the students toward the services of the Educational Media Center?

(4) How do the attitudes of the most frequent users compare with those held by the less frequent users toward the services of the Educational Media Center?

Rationale for the Study

The rationale for this study was based on several factors. First, since the faculty/staff and students are the major consumers of the service provided by the Educational Media Center, it was considered essential to determine their attitudes toward those services. To what extent did they accept and support the purposes of the Educational Media Center? What were their attitudes toward the extent to which opportunities were available toward the condition and quality of those services? What were their attitudes toward the personnel who provide those services?

It was assumed that the involvement of the faculty/staff would be of longer duration and greater intensity than the students and that this factor would be reflected in the more positive attitudes of the faculty/staff.

In addition, it was assumed that the more frequent users of the Educational Media Center would appreciate the services provided to a greater extent than those who used those services less frequently. It was felt that attitudes toward selected services would reflect their understanding and appreciation and would assist in the establishment of priorities associated with increased use of the center.

Limitations

This study utilized an ex post facto research design.

The subjects for this study were not randomly selected. They were invited to participate and volunteered to do so.

Any conclusions drawn must be viewed in terms of the reliability and validity of the instrument used to collect the data. In addition, the results of this study are applicable only to faculty/staff and students similar to those in this sample.

METHODS AND PROCEDURES

The purposes of this study were to determine the attitudes of the faculty/staff and students toward the Educational Media Center. The four specific objectives were as follows: (1) to determine the attitudes toward the services of the Educational Media Center, (2) to determine the attitudes toward the personnel of the Educational Media Center, (3) to compare the attitudes of the faculty/staff with the students toward the Educational Media Center, and (4) to compare the attitudes of the most frequent users with the less frequent users toward the Educational Media Center. In order to determine their attitudes, it was necessary to establish a research design. This portion of the study was divided in four parts: (1) Subjects of the study, (2) Data gathering instruments, (3) Procedures, and (4) Analysis of data.

Subjects of the Study

The setting for this study was the College of Education at Mississippi State University. A portion of the student sample was from five Junior and Senior level classes. Students in these classes were given an opportunity to participate and only volunteers were used as subjects.

All faculty and staff in the College of Education were invited to participate in the study. A portion of the sample came from this source.

Additional faculty/staff and students were included in the two sample groups. All users of the services of the Educational Media Center from March 11-29, 1985, were invited to participate in the study unless they had already been included as a subject. Of the questionnaires distributed to the faculty/staff and students, a total of 162 (80.2%) were returned in usable condition.

Data Gathering Instrument

Data for this study were gathered through the use of a questionnaire which was specifically designed for that purpose. The instrument, the Educational Media Center Questionnaire, consisted of four parts. All respondents were requested to indicate their attitude toward the services of the Educational Media Center. The services consisted of three related areas as follows: (1) purposes of the Educational Media Center, (2) extent of availability of services, and (3) condition/quality of these services. In addition, (4) all respondents were asked to indicate their attitudes toward the personnel of the Educational Media Center who provide those services.

Procedures

The Educational Media Center Questionnaire was distributed during the month of March, 1985. On March 1, 1985, the Educational Media Center Questionnaire was distributed to all faculty/staff in the College of

Education. They were instructed to return the completed instrument to the departmental secretary or to a central collection point in order to insure the anonymity of the respondents. A follow-up memorandum was distributed on March 15, 1985 in an effort to increase the number of returns.

During the week of March 4-8, the students in five Junior and Senior level classes in the College of Education were given an opportunity to participate in the study. The Educational Media Center Questionnaire was distributed to those who volunteered to be part of the study sample. These students were instructed to return the completed questionnaire to their professor.

Additional portions of the sample for both the faculty/staff and the students were secured from among the users of the Educational Media Center. During a three week period, March 11-29, 1985, those who used the services of the Educational Media Center were invited to complete the Educational Media Center Questionnaire. The deadline for data collection was March 31, 1985.

Analysis of Data

A cumulative frequency of responses was used to determine the attitudes of all faculty/staff and students toward the services provided by the Educational Media Center and toward the personnel who provided these services. The no opinion responses were treated as

neutral responses and weren't included as being positive or negative.

The multivariate analysis of variance model was used to compare the attitudes of faculty/staff with the attitudes of students toward the services of the Educational Media Center. In order to determine the attitudes of the most frequent users as compared with the attitudes of the less frequent users of the Educational Media Center and to identify attitudinal variables the data were treated with discriminant analysis.

ANALYSIS OF DATA

This study, which was designed to determine the attitudes of the faculty/staff and students toward the Educational Media Center, was grouped around four hypothesis. The data were analyzed and interpreted in terms of these four research questions.

Attitudes of all Respondents Toward the Services of the Educational Media Center

The first research Question focused on the attitudes of all faculty/staff and students toward the services of the Educational Media Center. The services of the Educational Media Center were grouped around three broad areas of (1) purposes, (2) availability of services, and (3) condition/quality of services.

Attitudes of all Respondents Toward the Purposes of the Educational Media Center

As shown in Table 1, the respondents indicated positive attitudes toward the eight purposes of the Educational Media Center. The percentage of respondents who indicated that they strongly agree/agree with the purpose statements ranged from 96.8% to 85.7%.

The purpose which was most highly approved, by the respondents, was that of providing opportunities to check out audio visual equipment for use in their classroom. This statement was supported by 96.8% of the respondents who indicated that they strongly agree/agree with this

Table 1

Attitudes of All Respondents Toward the Purposes of Educational Media Center

Criterion	Strongly Agree/ Agree %	Undecided %	Disagree/ Strongly Disagree %
Provide opportunities for the faculty and students to check out audio visual equipment for use in their classrooms	96.8	2.6	.6
Provide opportunities for the faculty and students to preview video materials, tape class presentations and use video tapes for classroom instruction	96.6	3.4	.0
Provide opportunities for the faculty and students to prepare and duplicate instructional materials for use in the classroom	95.5	3.2	1.3
Provide opportunities for the faculty and students to learn how to operate audiovisual equipment	90.1	7.9	2.0
To collect, maintain, and distribute films, filmstrips, and video tapes for use in the classroom	92.7	6.0	1.3
To collect and make available copies of the state adopted texts, reference books, guides and other curriculm materials	92.5	4.1	3.4

Table 4
(continued)

Attitudes of All Respondents Toward the Purposes of Educational Media Center

Criterion	Strongly Agree/ Agree %	Undecided %	Disagree/ Strongly Disagree %
To maintain selected professional literature which would not normally be held by the Mitchell Library	87.5	6.9	5.4
To organize and operate a reserve reference book and materials service for the College of Education faculty	87.9	7.6	4.5

purpose. To provide opportunities to preview video materials, tape class presentations and use video tapes for classroom instruction was approved by 96.6% of the faculty/staff and students who indicated that they strongly agree/agree with this purpose. To maintain selected professional journals and literature was approved by 87.5% who indicated that they strongly agree/agree with this purpose statement.

The undecided response ranged from a high of 7.9% for providing opportunities to learn how to operate audio visual equipment to a low of 2.6% for porviding opportunities to check out audio-visual equipment for use in the classroom.

As shown in Table 1, the responses of disagree/strongly disagree ranged from a high of 5.6% for maintaining a selection of journals and other professional literature to a low of .0% for providing opportunities to preview video materials, tape class presentations, and use video tapes for classroom instruction.

In summary, as shown in Table 1, the respondents indicated positive attitudes toward the eight stated purposes of the Educational Media Center. Faculty/staff and students indicated their strong agreement and approval of the Educational Media Center purpose statements. The strongly agree/agree responses were from 96.8% to 85.7%. The undecided responses ranged from 7.9% to 2.6%. The disagree/strongly disagree responses ranged from a high of 5.6% to a low of .0%.

Attitudes of all Respondents Toward the Availability of Educational Media Center Services

As shown in Table 2, the respondents exhibited favorable attitudes toward the availability of opportunities to use the Educational Media Center services. The strongly agree/agree responses ranged from a high of 95.7% for opportunities to prepare and duplicate instructional materials for use in the classroom to a low of 72.2% for the extent to which the Educational Media Center collects and maintains professional journals and other literature.

The highest undecided response, 21.7%, dealt with the extent to which the Educational Media Center collects and maintains journals and other professional literature. The lowest undecided response, 3.6%, related to the extent to which opportunities are available to prepare and duplicate instructional materials for use in the classroom.

The percentage of the respondents who disagree/strongly disagree ranged from a high of 6.1% toward the extent to which the Educational Media Center collects and maintains journals and other professional literature to a low of .7% toward the extent to which audio visual equipment is available for use in the classroom.

In summary, as shown in Table 2, the attitudes of the respondents were favorable toward the extent to which opportunities to utilize the services of the Educational Media Center were made available. The extent to which opportunities were available to prepare and duplicate instructional materials for use in the classroom received

Table 2

Attitudes of all Respondents Toward the Availability of Educational Media Center Services

Criterion	Strongly Agree/ Agree %	Undecided %	Disagree Strongly Disagree %
The extent to which audio visual equipment is available for use in classroom	88.8	10.4	.8
The extent to which video equipment is available for previewing materials for taping class presentative and using video tapes for classroom instruction	81.0	18.2	.8
The extent to which the opportunities are available to prepare and duplicate instructional materials for use in the classroom	95.7	3.6	.7
The extent to which opportunities are available for faculty and students to learn to operate audio visual equipment	85.4	10.6	4.0
The extent to which the Educational Media Center collects, maintains, and distributes film, filmstrips, and video tapes for use in the classroom	81.7	13.3	5.0

Table 2.
(continued)

Attitudes of all Respondents Toward the
Availability of Educational Media Center Services

Criterion	Strongly Agree/ Agree %	Undecided %	Disagree/ Strongly Disagree %
The extent to which the Educational Media Center collects and makes available copies of the state adopted texts, reference books-guides, and other curriculum materials	88.4	8.3	3.3
The extent to which the Educational Media Center maintains selected professional journals and other professional literature not normally held by Mitchell Library	72.2	21.7	6.1
The extent to which opportunities are made available for the faculty and students to have reserve references organized and operated by the Educational Media Center	86.0	11.2	2.8

the highest percent of strongly agree/agree responses and the lowest percent of undecided responses. The extent to which the Educational Media Center collects and maintains journals and other professional literature received the lowest percent of strongly agree/agree responses, the highest percent of undecided responses, and the highest percent of disagree/strongly disagree responses.

Attitudes of All Respondents Toward the Condition/ Quality of the Educational Media Center Services

As shown in Table 3, the faculty/staff and students who responded to the Educational Media Center questionnaire, rated the condition/quality of the Educational Media Center services in a positive manner. Excellent/good responses toward the services ranged from a high of 90.2% for the quality of opportunities available to the faculty and students to learn to operate audio-visual equipment to a low of 80.2% toward the quality of the film, filmstrip, and video tape collection held by the Educational Media Center.

The highest rating of fair was 17.5% for the quality of the film, filmstrip, and video tape collection and the lowest rating of fair was 7.4% for the quality of the opportunities made available to the faculty and students to learn to operate audio-visual equipment.

The highest rating of poor/very poor was 3.6% for the quality of the professional literature collection. The lowest poor/very poor rating of .8% was for the condition

Table 3

Attitude of All Respondents Toward the Condition/Quality of the Educational Media Center Service

Criterion	Excellent Good %	Fair %	Poor Very Poor %
The condition of the audio visual equipment which is available to be checked out	80.4	16.8	2.8
The condition of the video equipment in the Educational Media Center which is available for use by the faculty and students	84.4	14.8	.8
The condition of the facilities and equipment available for the preparation and duplication of instructional materials	89.3	9.3	1.4
The quality of the opportunities made available to the faculty and students in the College of Education to learn to operate audio visual equipment	90.2	7.4	2.4
The quality of the film, filmstrip, and video tape collection held by the Educational Media Center	80.2	17.5	2.3
The quality of the Educational Media Center collection of state adopted texts, reference books, guides, and other curriculum materials	86.3	10.3	3.4
The quality of the professional literature collection provided by the Educational Media Center for the College of Education faculty and students	88.4	8.0	3.6
The quality of the reserved reference service provided by the Educational Media Center for the College of Education faculty and students	89.1	7.9	3.0

of the video equipment in the Educational Media Center.

In summary, as shown in Table 3, the respondents attitudes toward the condition/quality of the Educational Media Center services were positive. The most positive response of excellent/good was for opportunities to learn to operate audio visual equipment, the highest fair response was for the quality of the film, filmstrip, and video tape collection, and the highest poor/very poor response was for the quality of the professional literature collection. The lowest rating of excellent/good was for the quality of the film, filmstrip, and video tape collection the lowest fair response was for the opportunities provided to learn to operate audio-visual equipment, and the lowest poor/very poor rating was for the condition of the video equipment in the Educational Media Center.

Summary of Attitudes of All Respondents Toward the Services of the Educational Media Center

As a group, the faculty/staff and students exhibited favorable attitudes toward the services provided by the Educational Media Center. The respondents exhibited positive attitudes toward the eight purpose statements of the center. They also demonstrated their positive attitudes toward the availability of opportunities to use those services. Equally positive attitudes were shown toward the condition/quality of the services provided by the center.

Attitudes of the Faculty/Staff and Students Toward All Personnel of the Educational Media Center

The second hypothesis was directed toward determining the attitudes of the respondents toward all the personnel of the Educational Media Center. As shown in Table 4, the attitudes of the faculty/staff and students were favorable toward the Educational Media Center personnel. The always/almost always responses toward the availability and helpfulness of the personnel in fulfilling the services of the Educational Media Center accounted for 91.2% of the responses. The sometimes response toward the availability and helpfulness of the personnel accounted for 8.1% and the almost never/never response received .7% of the responses.

The always/almost always response was selected by 92.5% of the respondents who indicated that the personnel are courteous and service oriented. The sometimes they were courteous and service oriented response was selected by 6.8% of all respondents and the almost never/never response was selected by .7%.

As shown in Table 4, the always/almost always responses toward the availability and helpfulness of the director in fulfilling the services of the Educational Media Center accounted for 88.9% of the responses. The sometimes response toward the availability and helpfulness of the director accounted for 9.0% and almost never/never accounted for 2.1% of the responses.

The always/almost always response was selected by 93.7%

Table 4

Attitudes of All Respondents Toward the Employees of the Educational Media Center

Criterion	Always/ Almost Always %	Sometimes %	Never/ Almost Never %
The personnel are readily available and helpful in fulfilling the services offered by the Educational Media Center	91.2	8.1	.7
The personnel are courteous and service oriented in fulfilling the services offered by the Educational Media Center	92.5	6.8	.7
The director is readily available and helpful in fulfilling the services offered by the Educational Media Center	88.9	9.0	2.1
The director is courteous and service oriented in fulfilling the services offered by the Educational Media Center	93.7	4.9	1.4

of all the faculty/staff and students who indicated that the director was courteous and service oriented in providing the services of the Educational Media Center. The sometimes response toward the courteous and service orientation of the director accounted for 4.9% of the responses and almost never received 1.4%.

In summary, as shown in Table 4, the faculty/staff and students demonstrated favorable attitudes toward the personnel who provided the services of the Educational Media Center. The most favorable always/almost always response which was selected by 93.7% of all the faculty/staff and students was directed toward the courteous and service orientation of the director. The lowest always/almost always response which was selected by 88.9% of all the responses was related to the availability and helpfulness of the director in fulfilling the services of Educational Media Center.

The highest sometimes response of 9.0% was related to the availability and helpfulness of the director in fulfilling these services. The lowest sometimes response of 4.9% was directed toward the courtesy and services of the director.

The highest almost never/never response of 2.1% was related to the availability and helpfulness of the director. The lowest almost never/never response of .07% was directed toward the availability and helpfulness of the personnel and the courtesy and services of the personnel in providing the services of the Educational Media Center.

Comparison of Attitudes of Faculty/ Staff and Students Toward the Services of the Educational Media Center

In order to more specifically describe the attitudes of the faculty, staff and students toward the Educational Media Center, their responses were compared. Multivariate analysis of variance was used for this purpose.

Results of Multivariate Analysis of Variance

The third hypothesis was concerned with a comparison of attitudes of the faculty/staff and students toward the services of the Educational Media Center. Services of the Educational Media Center were divided into three parts: (1) purposes, (2) availability, and (3) condition/quality.

In Table 5, the means and F ratio for faculty/staff and student attitudes toward the purposes of the Educational Media Center are shown. The mean for faculty/staff was 59.64 and the mean for students was 59.28. The F ratio was .13. Therefore, it was determined that there was no significant difference between the attitudes of the faculty/staff and students toward the purposes of the Educational Media Center at the .05 level.

In Table 5, the means and F ratio for faculty/staff and student attitudes toward the availability of services of the Educational Media Center are shown. The mean for faculty/staff was 38.30 and the mean for students was 36.39. The F ratio was 4.73. Therefore, it was determined that there was a significant difference at the .05 level between the attitudes of the faculty/staff and the students

Table 5

Comparison of Attitudes of Faculty/Staff and Students Tóward the Services of the Educational Media Center

Criteria	Faculty/Staff			Students				
	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	D.F.	F Ratio
Purposes	56	59.64	7.11	106	59.28	5.40	1,160	.13
Availability	56	38.30	6.00	106	36.39	4.95	1,160	4.73*
Condition/ Quality	56	38.41	6.28	106	35.56	4.65	1,160	10.75**
Overall Set							3,158	4.49**

*Significant at .05 Level

**Significant at .01 Level

toward the availability of services of the Educational Media Center. The faculty/staff exhibited more positive attitudes than did the students.

In Table 5, the means and F ratio for faculty/staff and student attitudes toward the condition/quality of services of the Educational Media Center are shown. The mean for the faculty/staff was 38.41 and the mean for the students was 35.56. The F ratio was 10.75. Therefore, it was determined that there was a significant difference at the .01 level between the attitudes of the faculty/staff and the students toward the condition/quality of the services of the Educational Media Center. The faculty/staff expressed more favorable attitudes than did the students.

As shown in Table 5, when the attitudes of the faculty/staff and students toward the services of the Educational Media Center were compared in an overall set, a significant difference was noted at the .01 level. The faculty/staff indicated more favorable attitudes than did the students.

In summary, as shown in Table 5, when the attitudes of the faculty, staff, and students toward the services of the Educational Media Center were compared no significant difference was observed toward the purposes of the Educational Media Center. A significant difference was observed when the attitudes of the two groups were compared toward availability, condition/quality, and overall set. The faculty/staff exhibited more positive attitudes than did the students.

Overall Discrimination of Attitudes Toward Services of the Educational Media Center Held by the Most Frequent and the Less Frequent Users

In order to more adequately describe the attitudes of faculty/staff and students toward the services of the Educational Media Center, the feelings of all frequent users were compared to feelings of all less frequent users. Discriminant analysis was used for this purpose.

An overall factor was found to discriminate significantly (.001 level) between the attitudes of frequent and less frequent users of the services of the Educational Media Center. Data summarizing this relationship are given on Table 6.

When 17 attitudinal variables were entered in a discriminant set, a Canonical Correlation of .76 and a Wilks Lambda of .42 was noted. Hence, approximately 58% of the variance associated with group membership was explained by the attitudinal variables. These data were equivalent to a chi square of 53.4 (df=18).

Attitudinal criteria loadings on the discriminant function are given in Table 7. Seven of the attitudinal variables showed significant differences between the most frequent users. They were: (1) availability of audio-visual equipment (.05 level), (2) collects, maintains, and distributes film, filmstrips and video tapes (.05 level), (3) quality of state adopted texts, reference books, and guides (.01 level), (4) maintains selected professional journals and other professional literature (.01 level),

Table 6

Overall Discrimination of Attitudes Toward Services of the Educational Media Center Held by Most Frequent and Less Frequent Users

Canonical R	Wilks Lambda	Chi-Square	D.F.	Level of Significance
.76	.42	53.4	18	.001

Table 7

Attitudes Toward Services of the Educational Media Center Discriminating Between Most Frequent and Less Frequent Users

Criteria	Most Frequent $\bar{X}$	Most Frequent S.D.	Less Frequent $\bar{X}$	Less Frequent S.D.	Univariate F	Standardized Function Coefficients
Availability of Audio Visual equipment for classroom	4.56	.65	4.17	.64	6.02*	.34582
Condition of video equipment	4.29	.77	4.04	.69	1.80	-1.01070
Provide opportunities to learn how to operate Audio Visual equipment	4.63	.63	4.33	.70	3.12	.52928
Collect, maintain, and distribute film, filmstrips, and video tapes as purpose	4.60	.57	4.42	.58	1.69	-.39590
The extent that the Educational Media Center collects, maintains, and distributes film, filmstrips, and video tapes	4.48	.80	4.04	.55	5.80*	.64220
Quality of state adopted texts, reference books, and guides	4.46	.61	3.83	.92	11.74**	.94070

Table 7 (continued)

Criteria	Most Frequent $\bar{X}$	Most Frequent S.D.	Less Frequent $\bar{X}$	Less Frequent S.D.	Univariate F	Standardized Function Coefficients
Maintains selected professional journals and other professional literature as a purpose of the Educational Media Center	4.67	.52	4.13	.95	9.87**	.74118
The extent the Educational Media Center maintains selected professional journals and other professional literature	4.25	.70	3.75	.85	6.44*	-.39575
Quality of the reserved reference service	4.52	.55	3.92	.83	13.71**	.43412
Provide services and resources related to educational media	4.63	.49	4.46	.51	1.81	.62566
The availability and helpfulness of the personnel to provide services and resources related to educational media	4.65	.64	4.42	.58	2.19	-1.00502
The personnel are courteous and service oriented in providing services and resources	4.60	.71	4.29	.55	3.59	.62701

Table 7 (continued)

Criteria	Most Frequent $\bar{X}$	Most Frequent S.D.	Less Frequent $\bar{X}$	Less Frequent S.D.	Univariate F	Standardized Function Coefficients
The Educational Media Center needs to make the facility, materials, and equipment available to the total university	.104	.31	.125	.34	.6843001	.44758
Advertise services of the Educational Media Center	.021	.14	.042	.20	.2509	-.44535
Make an additional copy machine available	.000	.00	.042	.20	2.03	-.50930
Have more money made available to provide services	.021	.14	.042	.20	.2509	.44744
The Educational Media Center facility is neat and well organized	4.71	.50	4.29	.62	9.32**	.78071

*Significant at .05 Level

**Significant at .01 Level

(5) extent the Educational Media Center maintains selected professional journals (.05 level), (6) quality of the reserved reference service (.01 level), and (7) the Educational Media Center is neat and well organized (.01 level).

The most frequent users of the center's services, as contrasted with the less frequent users, had more positive attitudes toward (1) condition of video equipment, (2) providing opportunities to learn how to operate audio-visual equipment, (3) collecting, maintaining, and distributing films, filmstrips and video tapes, (4) providing services and resources related to educational media, (5) availability and helpfulness of the personnel in providing services and resources related to educational media, (6) the personnel are courteous and service oriented in providing services and resources, (7) the center is neat and well organized.

The only attitudinal measures more strongly supported by the less frequent users were (1) Educational Media Center needs to make the facility, materials, and equipment available to the total university, (2) advertise services of the Educational Media Center, (3) make an additional copy machine available, (4) have more money available to provide services.

In summary, as shown in Table 6 and Table 7, frequency of use of the services of the Educational Media Center appears to be directly related to positive attitudes toward the center. The most frequent users exhibited more positive

attitudes than the less frequent users when the groups were compared.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the attitudes of the faculty,staff, and students toward the Educational Media Center. Specifically, the four objectives of this study were as follows: (1) To determine the attitudes of the faculty/staff and students toward the services of the Educational Media Center, (2) To determine the attitudes of the faculty/staff and students toward the personnel of the Educational Media Center, (3) To compare the attitudes of the faculty/staff and students toward the services of the Educational Media Center, and (4) To compare the attitudes of the most frequent users with the less frequent users toward the services of the Educational Media Center.

The subjects for this study were faculty/staff and students at Mississippi State University who volunteered to participate. A majority of the sample was from the College of Education.

The data were gathered through the use of the Educational Media Center Questionnaire (EMCQ), during March, 1985. The instrument was developed specifically for this study. Of the questionnaires distributed, a total of 162 (80.2%) were returned in usable condition.

Three statistical models were used to treat these data. In order to determine the collective attitudes of the faculty/staff and students toward the service of the Educational Media Center and toward the personnel of the Educational Media Center, a cumulative frequency of responses was used. The multivariate analysis of variance model was used to compare the attitudes of faculty/staff with the attitudes of students toward the services of the Educational Media Center. In order to compare the attitudes of the most frequent users with those of the less frequent users and to identify attitudinal variables, the data were treated with discriminant analysis.

Attitudes of all Respondents Toward the Services of the Educational Media Center

Hypothesis 1 was focused on the attitudes of all respondents toward the services provided by the Educational Media Center. The services were grouped around the three areas of (1) purposes, (2) availability of services, and (3) condition/quality of services.

The respondents exhibited positive attitudes toward the eight purpose statements of the Edicational Media Center. The percentage of respondents who indicate that they strongly agree/agree with these statements ranged from 96.8% to 87.5%. The undecided responses regarding the purposes ranged from ahigh of 7.9% to a low of 2.6%. The disagree/strongly disagree responses ranged from 5.6% to a low of .0%.

The respondents also indicated their positive attitudes toward the availability of opportunities to use the services of the Educational Media Center. The strongly agree/agree responses ranged from a high of 95.7% to a low of 72.2%. The undecided responses had a high of 21.7% to a low of 3.6%. The highest percent of disagree/strongly disagree was 6.1% and the lowest was .7%.

The attitudes of the respondents were equally positive toward the condition/quality of the Educational Media Center services. The excellent/good responses went from a high of 90.2% to a low of 80.2%.

Attitudes of all Faculty/Staff and Students Toward all Personnel of the Educational Media Center

Hypothesis 2 was concerned with the attitudes of all respondents toward the personnel of the Educational Media Center. As a group, the faculty/staff and students indicated favorable attitudes toward the personnel of the Educational Media Center. The director and all other personnel were viewed as being helpful and courteous in fulfilling their roles. The respondents were complimentary regarding their service orientation and the manner in which the services were carried out.

Comparison of Attitudes of Faculty/Staff and Students Toward Services of the Educational Media Center

Hypothesis 3 was concerned with a comparison of attitudes of the faculty/staff and students toward the

services of the Educational Media Center. No significant relationship was found between the attitudes of these two groups toward the purpose statements of the Educational Media Center. The faculty/staff indicated more positive attitudes toward the availability of services than did the students. This relationship was significant at the .05 level. The faculty/staff also had more positive attitudes toward the condition/quality of the services of the Educational Media Center than did the students. The relationship was significant to the .01 level. In addition, the faculty/staff also exhibited more positive attitudes toward the services of the Educational Media Center in the overall set with a significance level of .01.

Overall Discrimination of Attitudes Toward Services of the Educational Media Center Held by the Most Frequent and Less Frequent Users

Hypothesis 4 was directed toward an overall discrimination of attitudes toward the services of the Educational Media Center by the most frequent and less frequent users of its services. An overall factor was found to discriminate significantly (.001 level) between the attitudes of the frequent and less frequent users. The 17 attitudinal variables were found to explain approximately 58% of the variance associated with group membership. Seven attitudinal variables were found to show a significant difference.

The most frequent users had more positive attitudes toward (1) condition of video equipment, (2) opportunities to learn t operate the equipment, (3) the film, filmstrip,

and video tape collection, (4) providing services and resources related to educational media, (5) availability and helpfulness of the personnel in providing services and resources related to educational media, and (6) personnel are courteous and service oriented in providing services and resources, and (7) the center is neat and well organized.

The only attitudinal measures more strongly supported by the less frequent users were (1) make Educational Media Center services available to total university, (2) advertise services of center, (3) make additional copy machine available, and (4) additional funds should be available to expand the services.

Conclusions

These data appear to support the hypothesis that the faculty/staff and students as a group exhibited favorable attitudes toward the services provided by the Educational Media Center. The services were grouped around the three areas of (1) purposes, (2) availability of services, and (3) condition/quality of the services.

The respondents as a group also exhibited favorable attitudes toward all the employees who provided the services of the Educational Media Center. The faculty/staff and students felt the director and the staff were courteous, available, and willing to help whenever possible.

An additional factor was noteworthy in regard to

personnel. The entire staff was employed on a part-time basis in the Educational Media Center. The director's position included a 1/2 time assignment to the center. The other personnel included one graduate assistant for 20 hours each week and 8 undergraduate workstudy students who were employed from 8-15 hours each week. The transient nature of the student workers essentially meant a new staff each semester.

The attitudes of the faculty/staff toward services of the Educational Media Center were more favorable than student attitudes when a comparison was made of the two groups. When this study was planned, it was felt that involvement of the faculty/staff would be greater intensity and for a longer time and that this factor would be reflected in their more favorable attitudes. These data appear to support the more positive attitudes of the faculty/staff in that 3 of the 4 measures were found to be significant.

Positive attitudes toward the services of the Educational Media Center were also found to be related to use of the services of the center when the attitudes of all faculty/staff and student frequent users were compared to the attitudes of all less frequent users.

Lack of equipment, material, and personnel were of some concern, but those who used the center most often seemed aware of these problems and took the position that as much as possible was being done in a positive and effective manner. This effort was appreciated by those

who were most knowledgeable. Comments were written into the margin such as "the low rating reflects lack of equipment, personnel, and low budget. An excellent job is being done in terms of what they have to work with!"

It seems noteworthy, also, that the estimated customer count continued to increase each semester and that frequency of use appears very closely related to attitudes. If the existing highly positive attitudes are to be maintained, great care must be taken to continue to improve the level of service to the customers. This includes the level of staffing and equipment inventory. Quality service demands these two basic ingredients and there is a limit to the number of customers which can be served effectively at one time by one employee. There is a limit to the number of customers which can be served at any one time by any one piece of equipment. As this limit is passed, the quality of service rapidly declines as does the positive attitudes.

Recommendations

Since favorable attitudes toward the Educational Media Center exist, every effort should be made to maintain and improve those attitudes. Since positive attitudes, as shown in this research project are related to use of the services offered in the center by a courteous and helpful staff, it is recommended that provisions be made which are designed to increase the use of the ser-

vices and to improve the already positive attitudes of the faculty/staff and students.

The Educational Media Center is not unique in its role of providing services to the faculty/staff and students. This function is shared with the College of Education as well as the entire university. It is recommended that others in the College of Education implement such a study.

Appendix A

EDUCATIONAL MEDIA CENTER
QUESTIONNAIRE

The Audio Visual Center and Educational Materials Center were combined on July 1, 1983, to form the Educational Media Center (EMC). The materials center was moved to the second floor of Allen Hall and the units began operation in January, 1984. The center is presently open for 50 hours each week. The number of Education students and faculty using the center, as well as others across the campus, has shown a steady growth rate for the past semesters. Efforts are being made to refine the future directions of the EMC. As a user of the EMC, your assistance is needed in this task. Please respond to the following items.

I. PERSONAL DATA

A. I am: (check one response)

_____1. A student
_____2. A faculty member
_____3. Staff
_____4. Other

B. Approximately how often do you use EMC? (check one response)

_____1. Very often (twice a week)
_____2. Often (once a week)
_____3. Sometimes (once a month)
_____4. Seldom (once a semester)
_____5. Almost never

C. If you are faculty or staff, you are employed in the College of _____.

D. If you are faculty or staff, you have been employed at the University for approximately _____years.

E. If you are a student, your major is _____.

II. ATTITUDES AND USE

1. A purpose of EMC is to provide opportunities for the faculty and students in the COE to check out audio visual equipment for use in their classrooms.

A. The extent to which I agree with this purpose:
(check one response)

_____1. Strongly agree
_____2. Agree
_____3. Undecided
_____4. Disagree
_____5. Strongly disagree
_____6. No opinion

B. The extent to which audio visual equipment is available for use in the classroom:
(check one response)

_____1. Always
_____2. Almost always
_____3. Sometimes
_____4. Almost never
_____5. Never
_____6. No opinion

C. The condition of the audio visual equipment which is available to be checked out is;
(check one response)

_____1. Excellent condition
_____2. Good condition
_____3. Fair condition
_____4. Poor condition
_____5. Very poor condition
_____6. No opinion

2. A purpose of the EMC is to provide opportunities for faculty and students in the COE to preview video materials, to video tape class presentations and mini- lessons and to use video tapes for classroom instruction.

A. The extent to which I agree with this purpose:
(check one response)

_____1. Strongly agree
_____2. Agree
_____3. Undecided
_____4. Disagree
_____5. Strongly disagree
_____6. No opinion

B. The extent to which video equipment is available for previewing materials, for taping class presentations mini-lessons, and using video tapes for class-

room instruction:
(check one response)

_____1. Always
_____2. Almost always
_____3. Sometimes
_____4. Almost never
_____5. Never
_____6. No opinion

C. The condition of the video equipment in EMC which is available for use by the faculty and students in the COE is: (check one response)

_____1. Excellent condition
_____2. Good condition
_____3. Fair condition
_____4. Poor condition
_____5. Very poor condition
_____6. No opinion

4. A purpose of the EMC is to provide opportunities for the faculty and students in the COE to learn how to operate audio visual equipment.

A. The extent to which I agree with this purpose: (check one response)

_____1. Strongly agree
_____2. Agree
_____3. Undecided
_____4. Disagree
_____5. Strongly disagree
_____6. No opinion

B. The extent to which opportunities are available for faculty and students in the COE to learn to operate audio visual equipment: (check one response)

_____1. Always
_____2. Almost always
_____3. Somestimes
_____4. Almost never
_____5. Never
_____6. No opinion

C. The quality of the opportunities made available to the faculty and students in the COE to learn to operate audio visual equipment. (check one response)

_____1. Excellent
_____2. Good

_____3. Fair
_____4. Poor
_____5. Very poor
_____6. No opinion

5. A purpose of the EMC is to collect, maintain, and distribute films, filmstrips, and video tapes for use in the classroom.

   A. The extent to which I agree with this purpose: (check one response)

      _____1. Strongly agree
      _____2. Agree
      _____3. Undecided
      _____4. Disagree
      _____5. Strongly disagree
      _____6. No opinion

   B. The extent to which the EMC collects, maintains, and distributes film, filmstrips, and video tapes for use in the classroom; (check one response)

      _____1. Always
      _____2. Almost always
      _____3. Sometimes
      _____4. Almost never
      _____5. Never
      _____6. No opinion

   C. The quality of the film, filmstrips, and video tape collection held by the EMC: (check one response)

      _____1. Excellent quality
      _____2. Good quality
      _____3. Fair quality
      _____4. Poor quality
      _____5. Very poor quality
      _____6. No opinion

6. A purpose of the EMC is to collect and make available copies of the state adopted texts, reference books, guides, and other curriculum materials.

   A. The extent to which I agree with this purpose: (check one response)

      _____1. Strongly agree
      _____2. Agree
      _____3. Undecided
      _____4. Disagree
      _____5. Strongly disagree
      _____6. No opinion

B. The extent to which the EMC collects and makes available copies of the state adopted texts, reference books, guides, and other curriculm materials: (check one response)

_____1. Always
_____2. Almost always
_____3. Sometimes
_____4. Almost never
_____5. Never
_____6. No opinion

C. The quality of the EMC collection of state adopted texts, reference books, guides, and other curriculm materials: (check one response)

_____1. Excellent
_____2. Good
_____3. Fair
_____4. Poor
_____5. Very poor
_____6. No opinion

7. A purpose of the EMC is to maintain selected professional journals and other professional literature, which would not normally be held by the Mitchell Library.

A. The extent to which I agree with this purpose: (check one response)

_____1. Strongly agree
_____2. Agree
_____3. Undecided
_____4. Disagree
_____5. Strongly disagree
_____6. No opinion

B. The extent to which the EMC maintains selected professional journals and other professional literature not normally held by Mitchell Library: (check one response)

_____1. Always
_____2. Almost always
_____3. Sometimes
_____4. Almost never
_____5. Never
_____6. No opinion

C. The quality of the reserved reference service provided by the Educational Media Center for the College of Education faculty and students: (check one response)

_____1. Excellent
_____2. Good
_____3. Fair
_____4. Poor
_____5. Very poor
_____6. No opinion

8. A purpose of the Educational Media Center is to organize and operate a reserve reference book and materials service for the College of Education faculty.

A. The extent to which I agree with this purpose: (check one response)

_____1. Strongly agree
_____2. Agree
_____3. Undecided
_____4. Disagree
_____5. Strongly disagree
_____6. No opinion

B. The extent to which opportunities are made available for the College of Education faculty and students to have reserve references organized and operated by the Educational Media Center: (check one response)

_____1. Always
_____2. Almost always
_____3. Sometimes
_____4. Almost never
_____5. Never
_____6. No opinion

C. The quality of the reserved reference service provided by the Educational Media Center for the College of Education faculty and students: (Check one response)

_____1. Excellent
_____2. Good
_____3. Fair
_____4. Poor
_____5. Very poor
_____6. No opinion

9. A purpose of the Educational Media Center is to provide services and resources related to educational media.

A. In fulfilling this purpose, the director is readily available and helpful. (check one response)

_____1. Always
_____2. Almost always
_____3. Sometimes
_____4. Almost never
_____5. Never
_____6. No opinion

B. In fulfilling this purpose the director is courteous and service oriented. (check one response)

_____1. Always
_____2. Almost always
_____3. Sometimes
_____4. Almost never
_____5. Never
_____6. No opinion

C. In fulfilling this purpose the personnel are readily available and helpful. (Check one response)

_____1. Always
_____2. Almost always
_____3. Sometimes
_____4. Almost never
_____5. Never
_____6. No opinion

D. In fulfilling this purpose the personnel are courteous and service oriented. (check one response)

_____1. Always
_____2. Almost always
_____3. Sometimes
_____4. Almost never
_____5. Never
_____6. No opinion

10. The Educational Media Center is neat and well organized: (check one response)

_____1. Always
_____2. Almost always
_____3. Sometimes
_____4. Almost never
_____5. Never
_____6. No opinion

11. In my opinion the Educational Media Center needs to provide the following services: (check all those that apply)

_____1. Open longer hours
_____2. Provide a better quality copy machine
_____3. Expand the staff and equipment to include portable film and video equipment with operators and editors
_____4. Expand the staff to include film and equipment delivery to the classroom with operators
_____5. Provide artistic and technical assistance for the production of video tapes, film, and other instructional materials
_____6. Expand the film and video tape holdings
_____7. Expand the professional books, magazines, and periodical holdings of the Educational Media Center
_____8. Increase efforts to make the Educational Media Center facilities, materials, and equipment available to the total university faculty and students rather than primarily to those in the College of Education
_____9. Increase staff so that less emphasis could be placed on "do it yourself" in the Educational Media Center

THANK YOU